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esting side light on the attitude of the Indian auxiliaries. It is safe to assume that Custer's defeat was due to overconfidence on his part.

WARREN K. MOOREHEAD

A tour through Indiana in 1840. The diary of John Parsons of Petersburg, Virginia. Edited by Kate Milner Rabb. (New York, 1920)

This book is a clever bit of historical fiction masquerading as a genuine diary. The title-page states that within is a diary of a certain John Parsons, *edited* by a certain Kate Milner Rabb; and facing the title-page is a picture of Parsons, the supposed author of the diary, "taken from a daguerreotype." It would seem that the hero of this Indiana tour was a relative of the supposed editor, and that he actually did make a journey through Indiana in 1840; but aside from this there is no basis, or very little basis, for this feat in editing. There is no diary of John Parsons, other than that which exists in the fertile imagination of the supposed editor; but she inserts footnotes, gathered from reliable historical sources, and otherwise proceeds according to the best style in editing historical manuscripts.

The material in the book first appeared in a series of articles published in the Sunday edition of the *Indianapolis Star*, where they aroused considerable interest throughout Hoosierdom. Thus advertised, the book has likewise had a wide reading and so clever is the deceit that very few have discovered the spuriousness of the "diary." The reviewer could find little fault with the book if the author had simply announced somewhere — perhaps in the preface — the truth, but unfortunately this was not done and undoubtedly the book has been selling under false pretenses. The book itself is extremely interesting and has historical value.

The author has undoubtedly made extensive researches into the history of Indiana for the year 1840 and she tells her story in a charming manner. Her description of the capital city of Indiana, Indianapolis, in 1840 and the various people prominent in the state at that time is admirably done. She has her hero visit the more important towns in the state, as Madison, Greenfield, Logansport, Delphi, Lafayette, Crawfordsville, Terre Haute, Vincennes, and Greencastle, and during his stay in these towns he has a wonderful facility of meeting the best-known citizens in each place, to most of whom he carries letters of introduction. In fact, this young Virginian must have had a mail sack full of such letters of introduction, for there seem to have been few men of importance in Indiana in 1840 whom he did not meet through this medium. He also manifests a lively interest in everything and everybody. He attends political meetings, camp meetings, is invited to parties, visits

the colleges and engages in lengthy comparisons of the curricula of these frontier colleges with that of his own University of Virginia. He meets preachers, lawyers, merchants, politicians, judges, pretty maidens, and stately dames, and his comments on all of them are clever and instructive. In a piece of fiction there must, of course, be a love story and so the "editor" arranges that this young, handsome Virginian shall fall in love with a beautiful young lady whom he meets on his travels, and finally the "tour" is crowned with the announcement of his betrothal. But alas and alack, the young Mr. Parsons dies on his way home to Virginia and so ends abruptly this "tour through Indiana."

Educational legislation and administration in the state of New York from 1777-1850. By Elsie Garland Hobson. (Chicago: The University of Chicago, 1920. 264 p. \$1.60)

This treatise, professing to be "little more than a chronicle of legislation and an exposition of results," presents a complete calendar of educational legislation in New York between 1777 and 1850. As a chronicle it is highly successful; it is accurate and very readable. As "an exposition of results" it falls short of completion because the author made no study of local sources. For example, the author summarizes the provisions of the act of April 9, 1795, and then remarks that "this attempt to establish common schools was not a success." This important enactment deserves more extended consideration. It represents New York's first attempt to establish a system of common schools throughout the state. It clearly indicated the organization of a district system and placed in the hands of the people the responsibility for the administration of the schools. The chief "results" of this statute, or of any statute, are the practices established by it, and these can be ascertained only by an examination of local source material.

Precision is lacking in a few statements. The expression, "Hollanders formed the first settlements at New York," should be corrected to read, "Hollanders formed the first settlements at New Amsterdam." In another instance the author says, "Huguenots, after the Edict of Nantes, found a refuge at New Rochelle, New Platz [*sic!*], and New York City." True enough; but they did not find this "refuge" until some years "after the Edict of Nantes," the date of which was 1598. But such statements are too few to detract, in any significant sense, from the value of the monograph.

The author has done a successful piece of pioneer work. She has put together in compact form, and with interesting comment, a great deal of hitherto scattered material. It constitutes, with its concise appendixes, a valuable reference volume.

ROBERT FRANCIS SEYBOLT